

Benefits of Positive Behavioral Interventions and Supports in Iowa

School administrators must carefully consider which initiatives will best fit their needs and characteristics. Below is a fact sheet that may be useful when considering PBIS .

Iowa Department of Education Alignment:

- ✓ All PK-12 students will achieve at a high level.
- ✓ Every learner has supports necessary to maximize instruction through evidence-based practices and supportive learning environments.
- ✓ All educators will have the skills, abilities and support to provide quality instruction and educational environments for all learners.
- ✓ All students will go through school in safe, healthy, caring learning environments.

Response to Intervention (RTI) Alignment:

- ✓ SW-PBIS, a specific research-based application of RTI concept, is structured on a three-tiered model of prevention and intervention related to the implementation and sustainability of systems, practices and data based decision-making.
- ✓ The evidence-base for SW-PBIS's effectiveness in establishing proactive school environments where the services provided to students appropriately match their needs and abilities is substantial. (See numerous resources at the OSEP Technical Assistance Center on Positive Behavior Interventions and Supports' website: www.pbis.org)

Iowa State Performance Plan (SPP) for Students in Special Education Indicator Alignment:

- ✓ SW-PBIS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5) to graduate (#1)
- ✓ SW-PBIS helps students to be successful in meeting their post-secondary goals (#13 & #14) and creates an environment of prevention so that students are less likely to be suspended, expelled or to drop out (#2 & #4)
- ✓ SW-PBIS includes programs for pre-school aged children (#6 & #7)
- ✓ Family and community involvement is an integral component of SW-PBIS (#8)
- ✓ SW-PBIS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

Iowa Standards for School Leaders Alignment:

- ✓ An educational leader promotes the success of all students through:
 - Supporting a vision shared by the school community
 - Creating a positive culture and conditions for learning
 - Connecting with and engaging students, families and community
 - Effectively managing school environment to reach desired goals

Iowa Teaching Standards

- ✓ Standard 1: Enhances academic performance and student achievement through data based decision making, creating classroom culture to support all learners, creating respectful and fair learning environments
- ✓ Standard 6: Demonstrates competence in classroom management by creating environment that encourages positive social interaction, active engagement and self-regulation for every student; developing procedures and routines that support high expectations; creating safe and purposeful learning environment

Iowa School Counseling Alignment:

- ✓ Academic Standard A: Acquire attitudes, knowledge and skills that contribute to effective learning in school and in life
- ✓ Personal/Social Standard A: Acquire attitudes, knowledge, and interpersonal skills to help understand and respect self and others
- ✓ Personal/Social Standard C: Understand safety and survival skills

Elementary and Secondary Education Act:

- ✓ Provides for increased likelihood of a safe school climate
- ✓ Encourages parental involvement
- ✓ Addresses equitable achievement across ethnic and socio-economic status (SES) groups
- ✓ Supports improved academic achievement
- ✓ Increases the likelihood of accurate identification of students eligible to receive special education services
- ✓ Structure of SW-PBIS is based on a Response to Intervention (RTI) Model (3 tiered logic)
- ✓ Supports Least Restrictive Environment (LRE) Guidelines
- ✓ Supports Free Appropriate Public Education (FAPE) Guidelines
- ✓ Provides research-based recommendations for early intervention
- ✓ Directly instructs school personnel in how to implement and maintain proactive discipline systems
- ✓ Reduces disproportionate numbers of students identified due to:
 - Lack of appropriate instruction
 - Ethnicity
 - SES status

Academic Achievement and SW-PBIS:

- ✓ Recent studies have highlighted the interconnectedness of academic and social/behavioral outcomes.
- ✓ Studies and reports across the fields of general and special education have recognized the relationship between students' academic failure and increased incidents of inappropriate behavior (Mayer, 1995; O'Neill, Johnson, O'Donnell, & McDonnell, 2001; Porch & Protheroe, 2002; Praisner, 2003; Smith & Katsiyannis, 2004).

Improved Success of Transition for High School Students to Post-Secondary Environments:

- ✓ Two in-depth studies have highlighted the importance of appropriate social and behavioral skills for students, particularly those who have been served through special education, to successfully transition to post-secondary employment and training. These studies are;
 - (1) The National Longitudinal Transition Study 2 Fact Sheets
 - (2) The Social Security Administration's Efforts to Promote Employment for People with Disabilities: New Solutions for Old Problems.

Improved Teacher Satisfaction and Retention:

- ✓ Those teachers who receive adequate support, particularly related to issues of classroom management and discipline, have higher rates of satisfaction regarding inclusion of students with special needs and are more likely to remain in the field of education (Charles, 1999; Cook, Semmel, & Gerber, 1999; DiPaola & Walter-Thomas, 2003, Gersten, Keating, Yovanoff, & Harniss, 2001; Richards, 2003).